

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☒ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Jennifer Taylor

Official School Name: Citizens Academy

School Mailing Address: 1827 Ansel Road
Cleveland, OH 44106-4107

County: Cuyahoga State School Code Number: 133520

Telephone: (216) 791-4195 E-mail: jtaylor@citizensacademy.org

Fax: (216) 791-3013 Web URL: www.citizensacademy.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Perry White Superintendent e-mail: pwhite@citizensacademy.org

District Name: Citizens Academy District Phone: (216) 791-4195

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Michael Goldberg

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11OH1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11OH1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 0 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 10600

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	31	33	64		7	0	0	0
1	32	38	70		8	0	0	0
2	31	42	73		9	0	0	0
3	29	39	68		10	0	0	0
4	32	39	71		11	0	0	0
5	28	35	63		12	0	0	0
Total in Applying School:								409

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
99 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 10%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	16
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	38
(4)	Total number of students in the school as of October 1, 2009	394
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 82%
 Total number of students who qualify: 333

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 51

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>39</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	94%	94%	94%
Daily teacher attendance	99%	99%	99%	99%	98%
Teacher turnover rate	20%	15%	23%	33%	20%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Citizens Academy implemented a number of interventions in 2007 to bring our attendance rate above 95% (2 percentage points above the state standard) including notes home, Principal conferences with the families of chronically absent students, and, in a few extreme cases, wake-up calls for families.

Citizens Academy's high expectations/no excuses culture applies to our staff, as well. Having the flexibility to ensure that our teaching staff meets our expectations has been critical to our success. Citizens academy teachers are on one year contracts. While we provide significant, targeted instructional support for struggling teachers, in a typical year, about 10% of our teachers are not offered a contract for the following year. Our students deserve the best teachers. If a teacher is not living up to our high standards, we owe it to our students to find someone else who will.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

11OH1

We started Citizens Academy in Cleveland, Ohio in 1999 under a simple premise: urban students can excel. Since then, Citizens Academy has grown into a K-5, nonprofit, public charter school serving 406 students - 99% African American and 82% low income. Our children live in some of the poorest neighborhoods of one of the poorest big cities in America, with a median household income of less than half the national average. In a city where 38,000 children attend failing public schools, Citizens Academy is giving our students their best possible chance at a successful future.

Citizens Academy has built a national reputation as one of the best urban schools in Ohio by producing results.

- Tied for first in Ohio for 3rd grade reading achievement on the Ohio Achievement Assessment
- Outperforming every District in Ohio for 4th grade African American student achievement (average reading and math) on the Ohio Achievement Assessment
- A 2010 Title I Distinguished School Award winner
- Winner of 2009 OAPCS Teacher of the Year and School Leader of the Year

While Citizens Academy is a very successful school, it is also a turnaround story. In 2003, Citizens Academy was rated in Academic Emergency (the state's lowest rating), with a 4th grade math proficiency rate of two percent. That year, we sent teams of teachers to some of the nation's most successful urban charter schools to bring back best practices. In doing so, we developed an organizational commitment to continuous improvement in which we are constantly evaluating programs, our curriculum and instructional practices, and academic interventions for their effectiveness. If something is not working, we change it; if it is, we figure out how to do it for more children.

Over the next seven years, Citizens Academy made steady improvement, outperforming our local school district, the statewide average, and the student achievement of many of our region's wealthiest suburban districts. Citizens Academy earned a rating of Excellent (the state's highest rating) each of the past two years, making us one of only two schools in Ohio to go from Academic Emergency to consecutive ratings of Excellent.

Citizens Academy's success is rooted in putting our students' needs above all considerations and maintaining a commitment to continuous improvement. Our approach features a high expectations, "no excuses" school culture grounded in a virtue-centered citizenship curriculum and extended school day (8:00 am to 3:50 pm) with additional instruction after school, on Saturdays, and over the summer. We use detailed assessment data and individualized achievement plans to drive success for every student and teacher. Because parent involvement is a strategic priority, we developed a comprehensive parent engagement program that starts with home visits for every student at the beginning of each year.

Citizens Academy is now preparing to open a middle school in August 2011 and another elementary school in August 2012 to provide hundreds more children with a high-quality, college preparatory education in a school culture of excellence.

1. Assessment Results:

The Ohio Achievement Assessments measure student knowledge of the Ohio Content Standards in grades 3 - 8. Ohio's state standard for proficiency rates on each test is 75%. Citizens Academy's internal goals range from 10 to 20 percentage points above the state standard on any given assessment.

According to the Ohio Department of Education, "Performance Levels are regions on a test score scale that represent what students would need to know and be able to do relative to the Academic Content Standards at predetermined, levels of achievement (Below Basic, Basic, Proficient, Accelerated, and Advanced). The Performance Levels are described and defined by the Performance Level Descriptors (PLDs). Each achievement test is based upon Ohio Academic Content Standards for that grade and subject, and the PLD for each test:

- summarize what a student would need to know and be able to do within each performance level
- describe a range of content-based behaviors expected of students within each performance level
- are the link between the Ohio Academic Content Standards and reporting test performance of the achievement of those standards
- are the ultimate content-referenced criteria to which student performance is compared for setting cut-scores for these tests."

For the past five years, Citizens Academy's math and reading student achievement on the Ohio Achievement Assessments (and its precursor, the Ohio Achievement Tests) have consistently grown by impressive margins, with average reading and math student proficiency rates improving by 62%. In 2009-2010, Citizens Academy outperformed the students of our local school district and the statewide average on every Ohio Achievement Assessment. On all but two of the state assessments, Citizens Academy students also outperformed the students of a wealthy suburban district in our region whose per pupil spending is nearly twice what Citizens Academy's expenses.

3rd - 5th grade reading proficiency rates on the Ohio Achievement Assessment have increased from 68% in 2005-2006 to 96% in 2009-2010. Likewise, average math student achievement improved from 53% proficient or above in 2005-2006 to 92% proficient or above in 2009-2010. Most impressively, 4th grade math proficiency rates improved by 101%, and 5th grade math proficiency rates improved by 123% over the past five years.

As proficiency rates increased over the past five years, so too did the percentage of Citizens Academy's students testing in the top two performance levels -- accelerated and advanced -- on the Ohio Achievement Assessment. Since 2005-2006, the percentage of Citizens Academy students testing as accelerated or advanced on the state math assessments increased from 10% to 44%, a 340% jump. While students testing as accelerated or advanced on the state reading assessments grew at a more modest rate over the same five year period, from 33% to 48% in 2009-2010, having nearly half of our students performing in the top two performance levels is, nonetheless, an impressive result.

In 2009-2010, Citizens Academy's African American students (100% of our 3rd - 5th grade cohort) reversed Ohio's 30 percentage-point achievement gap by outperforming the statewide average proficiency rates for non-minority students on every 3rd - 5th grade state assessment. In 4th and 5th grade math, our students outperformed the statewide average for non-minority students by 15 percentage points. Our economically disadvantaged and special education sub-groups similarly outperformed the statewide averages on every 3rd - 5th grade assessment.

While Citizens Academy students have demonstrated significant improvement in every subject, 5th grade student achievement is a continuing concern. While 5th grade student achievement lags behind 3rd and 4th grade achievement across Ohio, our long-term goal is for our proficiency rates to be above 98% on every assessment, in every grade. We have implemented a number of interventions to boost 5th grade student achievement, including advisory groups to keep students motivated and a fully integrated curriculum (detailed below). These strategies have helped improve our 5th grade student performance dramatically over the past five years, but we still have work to do to reach our goal.

Ohio Achievement Assessment data may be found at: <http://ilrc.ode.state.oh.us>.

2. Using Assessment Results:

Citizens Academy uses the following assessments to track student and teacher performance and drive instructional decisions:

- YCAT - Diagnostic to identify incoming kindergarten students in need of the Summer Readiness Program.
- KRA-L - Assesses kindergarten students' literacy skills, knowledge, and needs while helping frame instructional practices.
- DIBELS - Assesses the acquisition of early literacy and reading skills for students in grades K-1.
- EdPerformance (Scantron) - National norm-based assessment administered three times a year that provides scaled scores and value added data for students in grades 2-5.
- Short Cycle Assessments - Internally developed formative assessments administered several times a month to measure student mastery of grade level indicators in grades 1-5.
- Exit Tickets and Anecdotal Notes - Internally developed formative assessment to measure student mastery of grade level indicators and determine next steps during the learning process in grades K-5.
- State Diagnostics (includes Screeners and Short Screeners) - Measures end-of-year outcomes in reading, math, and writing as prescribed by ODE for grades K 3.
- Ohio Achievement Assessments (OAA) - Measures end-of-year outcomes in reading, math, and science as prescribed by ODE for grades 3-5.

Citizens Academy uses assessment data to drive high-quality instruction. The Academic Leadership Team (detailed below) creates internal school-wide and grade-level goals and individual teacher goals in September. Assessment data is entered into the Data Management System and posted in classrooms so that students can track their progress. Teachers develop lessons based on the data (assess, plan, teach) and complete their own analysis (3 times a year) of Diagnostics and Practice OAAs. Our Curriculum Coordinator prepares Monthly Data Analysis Reports that teachers and the academic leadership discuss in weekly grade-level team meetings. This data is used:

- To refine and adjust instructional methods
- To identify students for individual and small group academic interventions, including in-school tutoring from volunteers, afterschool tutoring from teachers, and Academic Saturday sessions
- To inform student movement between flexible literacy and math blocks
- To identify teachers in need of instructional coaching or additional professional development, in combination with weekly informal observations.

Student level data are also entered in My Achievement Plans, an individualized academic plan for every student. Data are recorded next to benchmark data, allowing teachers and parents to compare students to the norm. Teachers meet with parents three times a year to review student progress and make adjustments to “at school” and “at home” goals.

3. Communicating Assessment Results:

Parent, Board, and general community support are critical to our students' success. Keeping parents informed helps increase parent engagement. Providing our Board with accurate, detailed, and timely data helps them make strategic decisions for our organization. Finally, because Citizens Academy does not receive local levy funding nor state facilities funding (an annual gap of over \$2 million), we must raise \$500,000 in community support to meet our students' needs.

Citizens Academy communicates student performance to a variety of constituencies in the following ways:

Families

- My Achievement Plans reviewed during home visits and teacher conferences
- Annual Family Reports generated by the Ohio Department of Education
- Annual State Report Cards generated by the Ohio Department of Education (mailed in the fall)
- A bulletin board highlighting school-wide and grade-level academic achievements in our central hallway
- Monthly newsletters and regular mailings
- Citizens Academy's Annual Report - a 30-page, full color report detailing academic achievement, lessons learned, strategic initiatives, and financials
- Results section of our website, www.citizensacademy.org

Board of Directors

- Goals Report lists academic and other performance metrics and is presented to the Board for approval at the beginning of and updated throughout each school year
- Student achievement data section of the Principal's Report, provided at each Board meeting
- Citizens Academy's Annual Report
- Quarterly community newsletters

General community

- Regular e-mails (12-18 per month)
- Quarterly community newsletters
- Citizens Academy's Annual Report
- Annual Appeal letters
- Results section of our website
- Media coverage (Citizens Academy has averaged over 20 local and national media hits in each of the last four years)

4. Sharing Lessons Learned:

Citizens Academy has a strong record of disseminating our best practices to charter schools, local school district leaders, and educators across the country. For the past two years, we have been doing so through a Dissemination Grant. During that time, members of Citizens Academy's Leadership Team (detailed below) have engaged in the following dissemination activities:

- Presentations on charter school management and fundraising at the 2010 and 2011 National Alliance for Public Charter Schools Annual Conferences
- A presentation on developing strategic partnerships, including with our local school district, at the 2010 Best Cooperative Practices in Traditional and Charter Public Schools National Conference
- A presentation on fundraising at the 2010 National Alliance for Public Charter Schools Master's Class for charter school leaders

- Presentations on performance management, school culture, behavior management, math instruction, governance, communications, and fundraising at the 2009 and 2010 Ohio Alliance for Public Charter Schools Annual Conferences
- Presentations on math and reading instruction at the 2010 OAASFEP Title I/Federal Program Spring Conference
- Presentations on math instruction and fundraising at the 2009 Concept Schools Annual Conference
- On-site workshops at Citizens Academy on school culture, curriculum and instruction, assessments, teacher evaluation, professional development, and organizational development to leadership teams from 10 charter schools from across Ohio, two inner-ring suburban school districts, and a state-wide charter school authorizer
- Off-site workshops on school culture and data-driven math instruction for The Intergenerational School, a local charter school, and the Northwest Local School District

In addition to workshops and presentations, Citizens Academy is documenting our best practices for an on-line dissemination tool. The tool will be a publicly available, cross-referenced catalogue of the 13 most essential elements of our program and will be integrated into our existing website. Each section will contain a detailed description of one of our 13 essential elements, including what we do, why we do it, and how we do it, with links to relevant internal documents and external resources. When appropriate, sections will also contain documentary footage of our best practices in action. To ensure that the dissemination tool stays relevant, we are developing a detailed plan for regularly updating each section. The on-line dissemination tool is currently slated to be available in June 2011.

1. Curriculum:

Citizens Academy's curriculum is a living, working document created to provide a framework for teachers to design and administer thoughtful, creative, and academically rigorous lessons for our students. Rooted in Ohio's Academic Content Standards, the curriculum allows teachers significant autonomy to incorporate their talents and expertise in planning lessons, provided that they are meeting the individual needs of their students. Citizens Academy's literacy (reading and writing), math, science, and social studies curricula are designed to meet student needs across a range of abilities, with a special emphasis on bringing our lowest-level learners up to grade level. Citizens Academy's Academic Leadership Team sets high goals and uses frequent high-quality assessments to ensure that we understand and meet student needs.

Curriculum maps guide K-5 curricular delivery. These tools detail the specific content standards that teachers should be covering in a given month. Curriculum maps link instruction with grade level indicators, assessments, and the school virtues -- part of Citizens Academy's integrated Citizenship Curriculum. They provide teachers with an outline for what they should be teaching and what assessments they should be giving.

Citizens Academy's school culture -- the foundation for our academic success -- is rooted in our formal Citizenship Curriculum. The curriculum is grounded in our seven virtues of citizenship: responsibility, respect, perseverance, honesty, generosity, courage, and loyalty. It also focuses on the CA Way: a set of high academic and behavioral expectations that apply to our entire community. Our Citizenship Curriculum teaches our students grade-level appropriate understandings of each of our virtues. It also teaches them to recognize the virtues in themselves and others. Students study the virtues in Community Circles during the first half hour of each day. Each month's virtue is also integrated into reading, math, science, and social studies instruction throughout the day. The study of each virtue culminates in monthly Citizenship Assemblies, featuring student performances of original plays, poetry, or songs that illustrate how they encounter our virtues in their daily lives. Assemblies also include a Citizen of the Month awards ceremony, where a student from each class who has exemplified our school virtues is recognized with a citizenship pin, book, certificate, and their photo on our Citizenship Bulletin Board in our central hallway.

English Language Arts content is conveyed to the students through a variety of literary genres and informational texts that support explicit comprehension and vocabulary instruction. Students frequently practice their skills during self-selected independent reading. Writing instruction is integrated within the study of a given text. Students in the primary grades spend significant time on systematic phonics so they can decode words; in the intermediate grade, word study shifts to an understanding of roots, prefixes, and suffixes.

Math content focuses on a balance between basic skills and real life application/problem solving. In the primary grades, students develop an initial awareness of number sense, operations, and are introduced to word problems. In the intermediate grades, students solidify their understanding of number sense and operations, master word problems, become acquainted with fractions and beginning algebraic skills. We have a consistent focus on how math content relates to students' daily lives.

Social studies content teaches students about community relationships, historical perspectives, government and economic awareness, and underscores the importance of responsible citizenship. We integrate social studies and language arts content by using primary and secondary source material.

Science content teaches students about their world through a variety of readings and hands-on activities. Students develop an understanding of the scientific method, cause and effect, the interrelated nature of the environment, and a preliminary understanding of their own bodies and the importance of healthy choices.

Citizens Academy also provides students with instruction in the visual and music arts and physical education, including health. The art, music, and physical education curricula are based on the state standards. Lesson plans are developed in alignment with the state benchmark indicators. In art class, for example, students learn how to recognize and describe artworks from various times and places, describe how they are influenced by time and culture, and the different purposes people have for creating works of art. In music, for example, students learn how to identify and demonstrate basic music forms, their historical and cultural origins, and recognize the interaction of people in music. In addition, Citizens Academy is currently working with The Cleveland Clinic, an international hospital system headquartered in our neighborhood, to incorporate more movement into our music program as a part of an integrated wellness program. In physical education, students participate in physical activity and health education, developing their motor skills and movement patterns. Students also learn to value physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Students receive an average of 60 minutes of weekly instruction in each subject.

2. Reading/English:

Citizens Academy's reading curriculum is based on the Ohio Academic Content Standards and, along with our writing curriculum, is part of our integrated English language arts program. The curriculum is designed for our students to demonstrate mastery of state standards, focusing on phonemic awareness, word recognition, fluency, vocabulary, and comprehension based on our understanding of their individual needs. Reading instruction is provided in daily, two-hour, homogenous literacy blocks in smaller (average 16:1) classes. These blocks are flexible, allowing students to move between blocks as their needs change throughout the year.

Harcourt Trophies is the core reading program for Citizens Academy in grades K-3. This program is anchored by basal readers which include high-interest, leveled stories through which literacy concepts are taught. Students enjoy a variety of genres and grade appropriate activities which address all ability levels. Teachers are encouraged to go beyond the core curriculum to meet their students' needs, including providing more systematic phonics instruction, reading entire novels, or conducting author studies. In grades 4 and 5, Citizens Academy has an integrated curriculum aligned to the Ohio Academic Content Standards and rooted in high-quality, grade-level appropriate literature. This curriculum has proven very effective at developing the reading process in our students, especially developing comprehension of literary and informational text across a wide variety of genres.

Students who are below grade level are placed in smaller literacy blocks that can have as few as seven students per highly qualified teacher. These lower-level blocks are taught by reading specialists or certified special education teachers. Students who are below grade level may also receive tutoring during the day. These students may also be recommended to attend our ten-week Saturday Academic Program or six-week Summer Program, where they receive three hours of additional instruction on Saturdays from some of our best teachers in an integrated, highly-engaging format. Beginning in 4th grade, students below grade level also use Read 180, an intervention program which uses technology and print to meet the individual needs of students through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

3. Mathematics:

Citizens Academy's mathematics curriculum is based on the Ohio Academic Content Standards. The curriculum is designed for our students to demonstrate mastery of state indicators based on our understanding of their individual needs, including using mathematical processes to solve problems, communicate mathematical ideas, and apply problem solving and decision-making techniques. Mathematics instruction is provided in daily, two-hour, homogenous math blocks in smaller (average 16:1) classes. These blocks are flexible, allowing students to move between blocks as their needs change throughout the year.

Citizens Academy's academic turnaround began with adopting Saxon Math as our core curriculum. Saxon Math's focus on basic skills development proved highly effective at bringing our students up to grade

level. As we brought our students up to grade level, however, our data analysis demonstrated our need to shift to a program that developed our students' critical problem-solving skills.

In 2005, we switched to Everyday Mathematics, supplemented by Simple Solutions, to provide a comprehensive core math program to our students. Everyday Mathematics focuses on real-life problem solving, balance between whole-class and self-directed learning, emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology. To ensure that our students continue to develop the basic mathematics skills that are sometimes lacking in Everyday Mathematics, Citizens Academy uses Simple Solutions as a supplemental program. Citizens Academy also uses Timez Attack, an engaging, web-based program for grades 3-5 to build multiplication skills and highly-engaging virtual manipulatives for the SMART Boards in all 1st through 5th grade classrooms.

Students who are below grade level are placed in smaller math blocks that can have as few as seven students per highly qualified teacher. These lower-level blocks are taught by our best math teachers (including the 2009 Ohio Charter School Teacher of the Year) or certified special education teachers. Students who are below grade level may also receive tutoring during the day. Lower-level students may also be recommended to attend our ten-week Saturday Academic Program or six-week Summer Program, where they receive 3 hours of additional instruction each day from some of our best teachers in an integrated, highly-engaging program.

4. Additional Curriculum Area:

Citizens Academy's science curriculum is based on the Ohio Academic Content Standards. Daily science classes last up to 40 minutes. Science content is also integrated throughout our literacy and math curricula in grades K 5 to reinforce concepts through science texts, summary writing on science concepts, and the proper use of charts and graphs. Our curriculum is a discovery-based, hands-on, engaging program designed to encourage our students' exploration of the world around them. Students' study extends from earth systems to celestial bodies and the universe.

Citizens Academy uses Harcourt as a reference guide to explore the Ohio Academic Content Standards through the application of the scientific method. Students work with teachers, in small groups, and independently to formulate hypotheses, develop ways of testing their hypotheses, and draw conclusions. While most of our science curriculum is delivered in the classroom, teachers are encouraged, whenever possible, to have our students develop their scientific understanding of these topics outside of the classroom. Our science curriculum includes frequent opportunities for students to develop their observation and independent problem-solving skills on field trips, ranging from exploring nature on our own campus to a week-long overnight environmental study trip at the Cuyahoga Valley National Park.

We augment our classroom instruction with additional science content outside of school hours. The science curriculum serves as the backbone for our highly-engaging, integrated 5th grade Saturday Academic Program. Our students build their reading and math skills while studying science content, including food webs (the interplay between predators and prey and the impact that environment has on these relationships) and the physics of pinewood derby (gravity, force, momentum, and friction). Small groups of our 4th and 5th grade girls also receive additional science instruction after school from college and graduate science students through Case Western Reserve University's Women In Science and Engineering Roundtable (WISER).

Our science curriculum culminates in an end of the year 5th Grade Science Fair competition. Students demonstrate their understanding of science concepts and the scientific method through creating and presenting their own experiments. Students are evaluated on their ability to creatively apply the science concepts they have learned during the past year.

5. Instructional Methods:

Citizens Academy's Assess, Plan, Teach model requires a detailed understanding of individual student needs to determine which strategies would best meet those needs. Our methods constantly shift to meet evolving needs. The following instructional methods are the cornerstone of our success.

Learning Blocks - Math and literacy skills are the foundation for achievement in all subjects. We provide two hours of daily instruction each in math and literacy in smaller, ability-based groups. Block assignments are based on assessment data and teacher feedback. Assignments change throughout the year to meet shifting student needs and ensure students are not 'tracked.'

Integration - In 4th and 5th grades, Citizens Academy uses an integrated curriculum to provide students with a broader perspective of the connection between core curricula. A series of compatible indicators and objectives are chosen from the core curricula areas and anchored by a piece of classic and/or quality literature. For instance, a novel such as Beverly Cleary's *Dear Mr. Henshaw* would lend itself to studying story elements and letter writing in English/language arts; distance calculations, number sense, and operations in mathematics; interpreting maps, plotting coordinates, and other geographic indicators in social studies; and learning about life cycles in science. All of these topics are discussed in *Dear Mr. Henshaw*, which serves as the anchor for all of the topics. Students understand how interconnected education is and be provided with ample opportunities to cognitively create their own connections to the curriculum.

Modeled/Guided/Independent Practice - Our data demonstrates that our students master a concept more quickly when it is shown to them. Teachers begin with directed, whole group instruction followed by small group work, and finally, students work independently to master a concept.

Learning Centers - Students work independently or in small groups in self-contained work stations to reinforce concepts in a hands-on way that allows for repetition and practice. This approach gives young students extended time to build literacy skills while providing teachers the opportunity to hear every child read to them and evaluate their progress, daily.

Student Engagement - Citizens Academy uses chants, cheers, and mnemonic devices to engage students and help them remember key concepts. To ensure all students actively participate in learning, we use individual dry erase boards and SMART Response - interactive response units that work with our SMART Boards. Finally, to provide additional tactile experiences critical to some students' learning styles, Citizens Academy uses memory boards - small sticks with corrugated surfaces.

Citizens Academy also uses computer-based programs to promote academic improvement among students in grades K-5 in both language arts and math.

Waterford Early Learning is a digital program that offers systematic and explicit instruction in reading, math, and science. Waterford is an independent, self-paced program that offers differential instruction based on each student's ability level.

Study Island is a web-based program for grades 3-5 that provides instruction, practice, assessment, and reporting based on the Ohio Academic Content Standards. Used outside of school hours, Study Island prepares students to perform at grade level in core content areas.

6. Professional Development:

Teacher quality is the most important school-related factor influencing student achievement. Citizens Academy's professional development program mirrors our strategies for driving student success: a differentiated approach based on frequent assessment data analysis and ongoing observations.

During our five-day pre-service period, teachers review and/or are introduced to the most critical components of Citizens Academy's success:

- High Expectations/No Excuses school culture
- Data Analysis
- Differentiated Instruction
- Policies and Procedures
- Use of Technology
- Curriculum, My Achievement Plans, Materials, and Grading

Citizens Academy's teacher evaluation program is a targeted, individualized, and ongoing mechanism of continuous support. The process begins with each teacher working with the Principal to establish individual goals, including student performance, with plans for incorporating best practices into instruction and professional development. The teacher evaluation program continues with weekly, informal observations by a member of the instructional leadership team to provide an ongoing understanding of each teacher's instructional strengths and progress toward accomplishing goals. Comments from each observation are recorded for the teacher's review on a password-protected log. Teachers are formally evaluated four times each year by a member of the instructional leadership team, using a 36-metric, high-quality instruction rubric. All classroom evaluations are unannounced to help ensure a teacher's lesson plans are at their best on any given day. Within a week of the formal evaluations, teachers receive written feedback and the opportunity to meet with a leadership team member.

Teacher performance evaluations and student assessment data help determine individual professional development needs, identify teachers for leadership positions and factor in to performance-based bonuses. The Academic Leadership Team works with teachers not meeting expectations to design an individualized program of instructional support, including lesson modeling, coaching or team teaching. Teachers may also be recommended for targeted professional development provided after school. Citizens Academy also offers specially designed courses at school for CEU's or college credit through Ashland University or Chapman University. All new teachers are required to take Mission Driven Teaching within the first month of the school year. This 10.5 hour course focuses the 49 instructional techniques outline in Lemov's Teach Like a Champion. Additional course offerings are determined by the Academic Leadership Team to meet current staff needs as determined by evaluations, student data analysis and annual staff surveys.

7. School Leadership:

Citizens Academy has developed a collaborative leadership model that brings the collective wisdom of our best educators to bear on challenges. This approach is rooted in the idea that our teams are, collectively, more intelligent than any single member. Since charter schools in Ohio operate, essentially, as a school district, the leadership challenges are too varied for any single individual to have mastery by themselves. The members of Citizens Academy's leadership team are:

The **Citizens Academy Model Leader** supervises the Principal, helps develop annual goals, provides strategic direction for meeting those goals, and leads the development of new schools.

The **Principal** is the instructional leader for the school, supervises all teachers, helps develop annual goals, manages school performance to those goals, and directs special education services.

The **Curriculum Coordinator** helps develop annual goals, coordinates assessment programs, leads ongoing student-level data analysis, and provides instructional coaching and modeling.

The **Assistant Principal** supervises all instructional assistants, manages disciplinary issues, and provides instructional coaching and modeling.

The **Student Families** Coordinator serves as a liaison between the school and families, coordinates Citizens Academy's parent volunteer program, and assists the Assistant Principal with disciplinary issues.

The **Community Outreach Coordinator** manages student recruitment and enrollment and coordinates Citizens Academy's community volunteer program.

The **Operations Manager** manages facilities, food service, school-level accounting and government reporting and compliance.

Grade-Level Team Leaders plan agendas for weekly grade-level team meetings, ensure that the team is meeting their assessment and reporting deadlines, and serve as the first layer of quality control for report cards.

Citizens Academy's collaborative leadership model features three types of teams.

Academic Leadership Team - consisting of the Citizens Academy Model Leader, Principal, Curriculum Coordinator, and Assistant Principal. This team meets formally and informally on a daily basis to ensure that individual student needs are being understood and met, and that high-quality instruction is being delivered in every classroom.

School Leadership Team - the Academic Leadership Team, along with the Operations Manager, Student/Families Coordinator, Community Outreach Coordinator and teacher representatives meet bi-weekly to bring cross-categorical wisdom to bear on challenges and opportunities facing school.

Grade-Level Teams - Members of the Academic Leadership Team meet with all of the teachers in each grade once a week to review assessment data analysis, determine individual student needs, and develop strategies for meeting them. These teams also share ideas on instructional methods and classroom management.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	91	96	76	78	71
Accelerated + Advanced	33	69	25	37	24
Number of students tested	70	52	76	54	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	91	95	76	78	71
Accelerated + Advanced	38	68	25	37	24
Number of students tested	55	40	76	54	42
2. African American Students					
Proficient or Above	91	96	76	77	71
Accelerated + Advanced	32	69	25	38	22
Number of students tested	69	51	76	53	41
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above	80		69	85	40
Accelerated + Advanced	50		31	23	0
Number of students tested	10		13	13	10
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	100	96	84	78	67
Accelerated + Advanced	81	78	59	62	43
Number of students tested	72	55	76	55	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	100	95	84	78	67
Accelerated + Advanced	81	79	59	62	43
Number of students tested	57	43	76	55	42
2. African American Students					
Proficient or Above	100	96	84	78	66
Accelerated + Advanced	80	78	59	61	42
Number of students tested	71	54	76	54	41
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above	100		85	92	40
Accelerated + Advanced	82		39	77	30
Number of students tested	11		13	13	10
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	98	91	91	83	49
Accelerated + Advanced	54	48	35	24	9
Number of students tested	52	79	46	46	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	98	90	91	83	49
Accelerated + Advanced	50	47	35	24	9
Number of students tested	40	70	46	46	47
2. African American Students					
Proficient or Above	98	91	91	82	49
Accelerated + Advanced	55	47	36	22	9
Number of students tested	51	78	45	45	45
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above		100	91	82	49
Accelerated + Advanced		47	36	22	9
Number of students tested		16	11	11	11
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	98	94	94	85	68
Accelerated + Advanced	42	46	17	37	17
Number of students tested	52	79	46	46	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	98	93	94	85	68
Accelerated + Advanced	40	43	17	37	17
Number of students tested	40	70	46	46	47
2. African American Students					
Proficient or Above	98	94	93	84	69
Accelerated + Advanced	43	46	16	36	16
Number of students tested	51	78	45	45	45
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above		94	100	64	36
Accelerated + Advanced		50	18	55	18
Number of students tested		16	11	11	11
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	86	74	63	50	39
Accelerated + Advanced	56	59	31	15	21
Number of students tested	72	49	49	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	86	68	63	50	39
Accelerated + Advanced	55	55	31	15	21
Number of students tested	62	40	49	46	44
2. African American Students					
Proficient or Above	86	72	63	50	37
Accelerated + Advanced	56	60	29	16	19
Number of students tested	71	47	48	44	43
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above	93	73	82		
Accelerated + Advanced	73	55	36		
Number of students tested	15	11	11		
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	89	88	69	80	71
Accelerated + Advanced	21	20	20	15	30
Number of students tested	72	49	49	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	87	85	69	80	71
Accelerated + Advanced	19	15	20	15	30
Number of students tested	62	40	49	46	44
2. African American Students					
Proficient or Above	89	87	69	82	70
Accelerated + Advanced	21	21	19	16	28
Number of students tested	71	47	48	44	43
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above	93	100	73		
Accelerated + Advanced	33	18	36		
Number of students tested	15	11	11		
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	91	88	77	71	53
Accelerated + Advanced	47	57	29	26	17
Number of students tested	194	180	171	146	133
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	90	85	77	71	53
Accelerated + Advanced	48	55	29	26	17
Number of students tested	157	150	171	146	133
2. African American Students					
Proficient or Above	91	87	76	70	52
Accelerated + Advanced	47	57	29	26	16
Number of students tested	191	176	169	142	129
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above	88	89	80	78	38
Accelerated + Advanced	64	63	29	66	24
Number of students tested	25	27	35	24	21
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient or Above	95	93	82	81	68
Accelerated + Advanced	66	85	50	57	45
Number of students tested	196	183	171	147	133
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	94	92	82	81	68
Accelerated + Advanced	62	84	50	57	45
Number of students tested	159	153	171	147	133
2. African American Students					
Proficient or Above	95	93	82	81	68
Accelerated + Advanced	66	87	49	57	43
Number of students tested		179	169	143	129
3. Hispanic or Latino Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
4. Special Education Students					
Proficient or Above	96	91	86	79	38
Accelerated + Advanced	54	36	46	67	24
Number of students tested	26	27	35	24	21
5. English Language Learner Students					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
6.					
Proficient or Above					
Accelerated + Advanced					
Number of students tested					
NOTES:					

110H1